

CHAPTER I

INTRODUCTION

This chapter presents the background of this study, the statement of the problem, the purpose of the study, the scope and limitation, the significance of the study and the definition of the key term.

1.1 The Background of The Study

As an international language, English plays a crucial role in the world of knowledge. In Indonesia, English language has been given from elementary school to university. The students at school often find difficulties in learning English because of the different system between Bahasa Indonesia and English. The problems are often reflected in their speaking and writing. Writing is considered the most difficult skill, because writing skill requires the skill of arranging ideas, putting the correct vocabularies and using grammar as the structure of the composition (Leki, 1998).

In this study, the researcher would like to focus on the rule of English grammar in the use of prepositions. Prepositions are words that show the correlation between a noun and a pronoun and some other word or element in the rest of the sentence (Bergman, 2012). Using incorrect preposition would result in poor sentences. For instance: I stand between all of the students in the field. The use of the preposition "*between*" is incorrect. In this sentence, the preposition "*between*" is used for two things or two people. The correct word by using "*among*" because of the use for more than two things or people. Thus, the correct sentence should be: I stand among the students in the field.

The lesson about preposition has been taught in school, university or even English course. In the fact, students still make a mistake of the use of preposition. In this case, they still cannot differentiate which preposition is correct for each sentences. Based on the research Musliyanti (2012) at University of Hasanuddin Makasar states that the students' ability are still low in using preposition. From 15 students that had been given the tests of 30 questions: 25 multiple-choice, and five questions were filling the blank. It was found that only two students got 'Good', with the score of 76-85%, five students got 'Fair', with the total score of 66-75%, five students got 'poor', with the percentage of 56-65% and three students got 'Very Poor', with the percentage of 0- 55%.

By the result mentioned above, Many students were still confused to decide what type preposition used in a particular sentences. Preposition is important in English, they are usually quite short and unimportant in Indonesia, but in standard English they have very important functions. The mistakes might appear when the students try to use them in writing because of their lack of understanding about grammar and the difference between Indonesian and English preposition.

In the different level, especially in junior high school. There are some case of using incorrect preposition. The writer observed the students at SMPN 25 Malang. From interview with the teacher, the lesson about preposition has been taught in seven grade, and it was found that the understanding about the use of correct preposition such as the word *at* and *on* still incorrectly. For instance: I was born in April 19th. The use of preposition "in" is incorrect. In this sentence, the preposition "in" is used to general time or sequences of the time such as in 1994

(years), in the morning, and in the afternoon. The correct word by using "on", thus, the correct sentence should be: I was born on April 19th. In addition the preposition "on" is also used for the days of the week such as, on Sunday, on Monday, on Wednesday, and on Tuesday. For the preposition "at" is used for more detail time and more specific than the date or years such as a clock, at 8:00 a.m. For instance: the correct sentences should be, I was born at 7 a.m, but there are students uses the incorrect preposition like I was born on 7 a.m.

Based on the statements above, the writer intended to proof the students' ability in using preposition. Therefore, the researcher chose the topic about "THE STUDENTS' ABILITY IN USING PREPOSITION IN GUIDED WRITING OF SEVENTH GRADE SMPN 25 MALANG"

1.2 The Statement of The Problems

Based on the background of the study, which has been elaborated above, the writer purpose to the answer the following question:

1. How the seventh grade SMPN 25 Malang students' ability in using preposition in guided writing?

1.3 The Purpose of The Study

The purpose of the study is to know the ability of students in using preposition in guided writing.

1.4 The Scope and Limitation

The researcher limited the research in the students' writing text. It means that the writer only measure the students' ability in using preposition in guided

writing. And the types of preposition only preposition of place and position, and preposition of time. For the recruited subject, the researcher is only investigated the students grade VII at SMPN 25 Malang.

1.5 The Significance of The Study

This research are expected to give benefits for English teachers to know how far the students understand the certain material and the difficulties in their learning process. In addition, it is necessary that the teachers point out the incorrect preposition made by students, so that they can decide the method or technique that should be used in teaching.

1.6 The Definition of the Key Terms

Definition of terms is explanation of different point. It will easy to understand and avoids misunderstanding. Some terms are difined as a follows:

1. According to Cleary (2014), Preposition is a word that indicates a noun or pronoun it governs and other words, which may be a verb, an adjective or another noun and pronoun. Therefore, preposition is the word that have a function that typically combines with a noun phrase to form a phrase which usually expresses something. For example; *I put my money in my pocket.*
2. According to Parsons (2001), Guided writing is the process where the teachers develop and guided students' writing through discussion, joint text construction and evaluation of their writing. It means that guided writing taught based on observation of students' current needs, and the teacher uses guided composition to their writing test.